

Ladybird – Yearly overview 2018 / 2019

Autumn 1

Our World

English

Newspaper reports- newshounds

The children are introduced to the idea of the unit: that they write their own new reports, becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. They practise recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about something that has happened at school. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.

Narrative- What would you do?

In this unit, the children read two stories that deal with themes of overcoming worries and facing fears. They look in depth at two different characters and explore how they overcome their fears. They develop their knowledge of sentence constructions, joining two or more sentences with 'and' and correct punctuation, and explore using expanded noun phrases to add more detail. The writing tasks include writing a letter in role, writing a continuation of one of the stories, and writing their own story based on their own experiences.

Maths

Estimate and count a number of objects up to 100; locate numbers on 0–100 beaded lines and 1–100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers

Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories

Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10.

Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram.

Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs, work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number.

Science

Scientist and Inventors

In this unit pupils will learn about famous scientists and inventors linked to the Year 2 science curriculum. Children will learn about the invention of the waterproof coat, and will explore other waterproof materials by carrying out simple tests. Children will find out about the work of doctors, and will learn about Elizabeth Garrett Anderson, the first woman doctor in Britain. Children will have the opportunity to create their own greenhouse based on the invention of the biomes at the Eden Project, and use their greenhouse to compare the growth of plants.

	<p><u>Geography</u> What a wonderful world Pupils will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children’s own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world.</p> <p><u>Computing</u> Internet safety This unit introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results. Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex. (Note: many of the child-friendly searches use Google.) The children then learn to blog safely and responsibly.</p> <p><u>D.T.</u> Our Fabric faces In this unit pupils will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p> <p><u>Art</u> Landscapes and cities In this unit pupils will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day.</p> <p><u>Physical Education</u> Invasion Games</p>
--	---

English

Information text- all about Orangutans

In this unit, the children explore the Big Question: Could you keep an orang-utan as a pet? They read the interactive eBook All About Orang-utans, asking questions and collecting facts. They research other animals in 'expert groups' and present their findings. They learn about imperatives and how they are used in commands and instructions, writing their own instructions to tell someone how to care for a pet. In the long writing task, they design and write their own mini non-fiction book or report and make this into an eBook.

Poetry- pattern, rhythm and rhyme

The children discuss their favourite lines from the four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions.

Maths

Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; find and record all possible amounts using 10p and 1p coins; find 10p more and 10p less; Find 10 more and 10 less.

Add and subtract 2-digit numbers; Solve addition and subtraction problems using concrete and pictorial representations; Add near doubles to double 15; Add several small numbers spotting near doubles or pairs to 10, etc.

Add and subtract 10, 20 and 30 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2-digit number; Solve addition and subtractions by counting on and back in 10s then in 1s; solve addition and subtraction problems using concrete and pictorial representations.

Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money.

Understand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metres.

Science

Living things and their habitats

Children should compare and classify living things, things that used to be alive and things that have never been alive. They should learn about the fact that living things exist in different habitats and that they all have basic needs such as food, and where they get this food from. Children should work scientifically to perform simple tests and to classify and compare.

History

The Great fire of London

In History sessions, children should learn about the Great Fire of London and where this event fits into a wider timeline of other historic events. They should be able to describe how the events unfolded accurately and the impact they had on London as a city. They should communicate what they have learned in writing and drawing and should also acknowledge that there were originally more than one version of events for how the fire started.

Geography

London

Children should work with a map of London to find various landmarks and use the compass directions to direct people from one landmark to the next using the correct compass direction. They should learn to use aerial photographs from google earth and google maps to recognise important London landmarks and should also use language appropriate to their age to describe the human geography they are observing.

Computing

Presentation skills

Pupils will focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing.

D.T.

Fabric burning

In this unit pupils will learn all about working with fabric. It starts with children evaluating a range of existing bunting with a theme around counting. Children are then set a design criteria. They will learn how to use a graphics program to create a design and template for their bunting. Working with felt, children will cut out a bunting shape and use a simple running stitch.

Art

Nature Sculptures

In this unit pupils will learn about the concept of nature sculpture. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. Each lesson in the unit focuses on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art

Physical Education

Invasion Games

English

Narrative- A twist in the tale

In this unit, the children explore a range of fiction. They read the interactive eBook and watch a film, listening and responding to the stories then contrasting traditional and non-traditional tales. They discuss characters and key fairy-story features, learning how to make predictions. They plan, edit and write their own versions of a traditional tale, with roles reversed.

Explanation text- Does Chocolate grow on trees?

In this unit, the children explore the Big Question: Does chocolate grow on trees? They read the interactive eBook, finding information and exploring the layout of explanation texts. They answer the Big Question, planning and writing their own explanation texts based on a model.

Maths

Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11.

Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on.

Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on.

Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks.

Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range.

Science

Plants

Children should observe and describe how seeds and bulbs grow into mature plants. They should also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children should work scientifically by using simple equipment to observe closely and performing simple tests.

Geography

The United Kingdom

In Geography sessions children should locate the 4 countries of the United Kingdom on the map and their capital cities. They should also learn about the surrounding seas and should understand a range of facts about each one, for example, national foods, flags, etc. They should learn about the geographical make-up of the countries and use terms appropriate to their age to do this. They should also compare the daily weather patterns in the 4 capital cities of the UK.

Computing

Preparing for Logo

This unit has two main aims, to enable children to create, test and debug algorithms, and preparing children to use the language of Turtle Logo. The children begin by giving and following instructions to move forward and make quarter turns, followed by walking different rectilinear shapes.

D.T.

Dips and dippers

In this unit pupils will learn all about good food hygiene rules and using kitchen equipment to prepare food safely. Children will apply these skills when making and evaluating a healthy dip and dippers. The unit develops children's understanding of the eatwell plate and explains the importance of eating a healthy and varied diet.

Art

Fabricate

In this unit children will learn about 2 textiles techniques, weaving and wax-resist dyeing, making their own products using the techniques. Children will weave paper and other materials to create under the sea placemats, inspired by craft makers around the world and the textiles artist Gunta St "olzl. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats.

Physical Education

Gymnastics

English

Narrative- Fantastic Mr. Fox

In this non-Wordsmith unit children should focus on one episode of the story of fantastic Mr. Fox and should learn the events and examine the characters and setting in detail. They should then imitate the story focusing on the use of co-ordinating and subordinating conjunctions and the use of the correct tense as well as the use of ambitious and Roald Dahl style vocabulary. They should then re-write their own version of the story, changing one or more details to personalise the version.

Poetry- A closer look

In this unit, the children enjoy listening and responding to poems in a range of different ways. They explore poetic language and identify adjectives and verbs in a poem. They draft, edit and compose their own poems and read them aloud.

Maths

Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers.

Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the \times sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative.

Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things.

Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the \div sign.

Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeroes in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £

Science

Materials

Children should identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They should also describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Children should work scientifically by asking simple scientific questions, gathering and recording data to help answer these questions and to using observations in combination with this data to answer their questions.

History

War and Remembrance

In this unit pupils will learn about this significant event in British and global history: the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer.

Computing

Programming turtle logo and scratch

This Programming Turtle Logo and Scratch unit will teach your class to create and debug algorithms. Following on from the earlier unit on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the “repeat” command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks.

D.T.

Sensational Salads

In this unit pupils will learn all about peeling, zesting, cutting safely and applying these skills when preparing healthy dishes. Children will learn key information about healthy eating and where their food comes from. They will gain some practical ideas about ingredients that can be combined to make interesting and healthy salad.

Art

Portraits

In this unit pupils will learn about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.

Physical Education

Net / Wall Games

Summer 1

Kenya

English

Poetry- Silly stuff

In this unit, the children explore poems with themes and language that are funny and engaging. They enjoy reading a range of poetry, including jokes and tongue twisters, and listening to a poem being read by the poet. They learn poems by heart, experimenting with sound and pattern as they recite and perform their poems. They explore alliteration, onomatopoeia, repetition and rhyme, comparing poems and responding to humour and word play. They create, edit and evaluate stanzas and poems based on models.

Non-Fiction- What is the most unusual place to live?

In this unit, the children explore the Big Question: What is the most unusual place in the world to live? They read the interactive eBook, finding information and exploring the layout of non-fiction texts. They use drama and improvisation to imagine living in unusual places and write a postcard based on a model. They answer the Big Question, planning and writing their own screen for the eBook.

Maths

Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s.

Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10.

Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100).

Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml.

Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find $\frac{3}{4}$ of numbers; find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ of amounts (sharing); spot patterns and make predictions when finding a third of numbers.

Science

Environment

This unit introduces children to the ecological challenges that face the modern world. Children undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives. Throughout the unit, learning is closely focused on the Working Scientifically strand of objectives, providing a range of opportunities for children to apply practical scientific methods and skills.

Geography

Kenya

Pupils will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.

Computing

Computer art

Children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. Each lesson focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software.

D.T.

Pirate Paddy's Packed Lunch Problems

In this unit pupils will have the opportunity to develop their understanding of structures. The exploration of different types of lunch boxes gives children the experience and information to draw on when developing their own ideas. The children create their ideas following the design criteria, given at the beginning of the project, and go on to create models from reclaimed materials.

Art

Art from different cultures

In this unit pupils will learn about the Spanish Catalan artist, Joan Miró, inspiring them with colour, fun, dreams, and nonsense as they create their own pieces of art. They will learn all about his Magical Realist paintings, drawing on their own experiences to create dream-like pictures about their own lives. Children will have great fun exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet.

Physical Education

Athletics

Summer 2

Influential women

English

Narrative- Muddles and mishaps

In this unit, the children read two longer, humorous stories by Joanna Nadin: *The Whole Truth* and *Penny Dreadful and the Rat*, building up their reading stamina. They use drama techniques to explore and empathise with the characters, role-playing scenarios and considering how characters change over the course of longer stories. They revise their knowledge of commands and apply these in the short writing tasks: writing an advert and writing a set of instructions. Finally, they write their own Penny Dreadful story using *Penny Dreadful and the Rat* as a model.

Play scripts- Act it out

The children are introduced to the idea of the unit: that they will stage and perform a play in front of an audience. They learn about the differences between a storybook and a play script and discuss what might make a play entertaining for an audience. The children learn about scenes, props, sound effects and how to write stage directions. Together with the teacher, they learn how to write a scene for a play, and create an alternative ending that could be used in the final performance.

Maths

Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem.

Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts.

Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later.

Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10.

Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeroes in the 10s and 1s places).

Science

Humans and other animals

Children should understand that animals, including humans, have offspring which grow into adults. They should learn to describe the basic needs of animals, including humans, for survival (water, food and air) and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. They should work scientifically by asking simple scientific questions and recognising that they can be answered in different ways. They should use classification and observation to answer these questions, providing careful evidence.

History

Influential nurses

In this unit pupils will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today

Computing

Using and applying

This unit reinforces skills taught throughout the year and links them together with a common theme of Castles. Children are given the opportunity to use their skills in a new context and apply them within software they are familiar with in order to complete a final project.

D.T.

Moving pictures traditional tales

In this unit pupils will have the opportunity to develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas.

Art

Moving pictures traditional tales

In this unit pupils will have the opportunity to develop their understanding of mechanisms. Children listen to and role play different Traditional Tales and then learn how sections of the stories can be made into a moving picture. Following instructions on how to make different types of mechanisms, such as levers, wheels and sliders, gives children experience and information to draw on when developing their own ideas.

Physical Education

Striking and fielding games